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FLORIDA PRESBYTERIAN COLLEGE
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With its third Commencement—the graduation of the Class of 1966—Florida Presbyterian College takes the final step toward evaluation of its progress in meeting the requirements for accreditation by the Southern Association of Colleges and Secondary Schools. The College received candidate status in 1964.

The excellence of its academic standards was recognized by the Association of American Colleges in January, 1965, when it elected the College to associate membership—the first time in history a nonaccredited college has been so honored.

Florida Presbyterian College is independent and church related. Its enrollment is open to qualified men and women of all faiths—and more than a score of denominations are represented in the student body. The administration, faculty and students comprise a Liberal Arts community dedicated to the study of our changing world.

This is the purpose of Florida Presbyterian College: To impart to her students, against a background of Christian faith, a knowledge of men, the universe in which they live, the relationship between the two, and the relationship of both to the Creator.

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BULLETIN OF FLORIDA PRESBYTERIAN COLLEGE

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This issue of the Bulletin of Florida Presbyterian College contains general information about the College. For more detailed information write to Director of Admissions.

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1966-67

This is

FLORIDA PRESBYTERIAN COLLEGE

A Four Year, Coeducational Liberal Arts College

The Challenge of Higher Education To The Youth of Today —

The selection of a college is a most important decision for there are many kinds — Junior colleges, technical colleges, state colleges, private colleges. Through this catalog we present the aims and program of Florida Presbyterian College, a private four-year Liberal Arts College offering intellectual challenge to the youth who are to become the leaders and decision makers in tomorrow's world. We invite young people, their parents and counselors to consider carefully the program as illustrated herein and to be assured that any qualified student will be welcomed into the college community.

At Florida Presbyterian College the student is motivated through a challenging curriculum and the guidance of dedicated and concerned faculty to seek his highest potential as an individual; confronted with the challenge to stretch his mind in the search for knowledge; encouraged to become a creative, concerned and courageous person capable of assuming the responsibilities of the rapidly changing and dynamic world in which we live.

Florida Presbyterian College has a program designed to inspire and stimulate every student and to present him with the opportunity for personal achievement in a cultural, spiritual and intellectual climate.

William H. Kadel

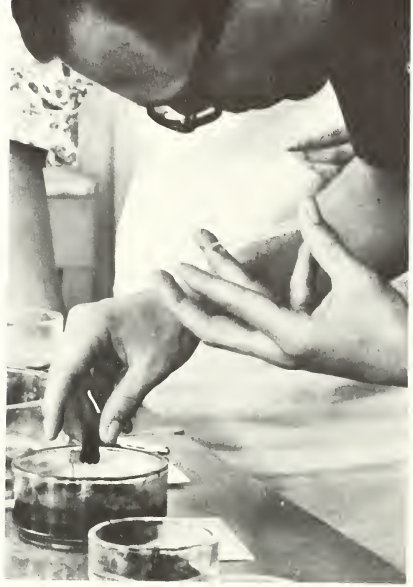
William H. Kadel
President

To Open Horizons

Liberal arts, so called because their study liberates men and fits them for a place in a free society, means opened horizons. The central concern of Florida Presbyterian College is to lead her students to deeper insight, comprehension, and understanding of men, of our universe, and of the relations between the two. Through superior students, experimentation and Christian community, Florida Presbyterian College plants in her students a desire for knowledge and a love of wisdom and invites them to the satisfactions which the persistent pursuit of such ideals may afford.

Outstanding Students

Florida Presbyterian College actively seeks outstanding students. Trusting that our leaders tomorrow are the better students of today, Florida Presbyterian College trains them to be good leaders and to seek and to assume leadership. Certain kinds of curriculum and methods of teaching are possible and appropriate only with outstanding students. While Florida Presbyterian College has few rigid entrance requirements, it expects of her prospective students considerable attainment in academic subjects. In addition to scholarly achievement, students should display unusual breadth of interest and excellence of character conducive to the orderly transition from secondary school to college. Young men and women must be eager to learn to grow physically, intellectually, and spiritually. Above all, they must be ready to accept much of the responsibility for their own learning.



Living Research

Florida Presbyterian College exists to prove to the world that the minimum or average need not be the norm in education (or thinking) and to test the proposition that education can be both liberal and Christian. It adopts experimental attitudes in attempting to reach its goals through unique but carefully considered means.

We are engaged in **living research in higher education,** not merely in developing something we already have. The general direction of our research is to discover how students can most skillfully learn to make evaluations. Description and analysis are not sufficient, we believe, for moral education. They cannot be dispensed with; they are necessary in the search for truth. But the search for truth cannot stop with them. Truth requires judgment and choice based upon moral presuppositions. The formulations of standards of judgment as a conscious intellectual activity and the habitual judgment of such standards are an indispensable part of education. We do not presume that Florida Presbyterian College is the first college to assume the necessity of a moral end of education, but we are experimental in trying to find out how best such an end can be realized.

Motivation

Florida Presbyterian College thus has a deep concern for its students. It seeks to stimulate growth — the student's realization of individual potential — and encourages individual attainment. With the fundamental aim of the College community to make students aware of the seriousness of their vocation, students, throughout their undergraduate careers, exercise their powers of decision on the basis of informed and thoughtful judgment consciously pursued.

A Christian Community

In still another way we are probably more experimental than in any other: we are trying to find out what a Christian College is! Those who have studied the idea longest and hardest agree that people in general have no clear-cut idea of what a Christian college is or should be and that disagreement is to be expected. Still we are all united in believing that there should be a college in which the presuppositions are avowedly Christian.

Truth, freedom and Christianity have inevitable connections whether in the search, the heritage or the government of a Christian college. And we have a vision of a **Christian community** which is not monastic in separating dedicated persons from the world but which prepares dedicated people to go back into the world and witness through the exercise of their intellect. This witness, we pray, will prove to the world that a Christian education best fits people for life, liberty and the pursuit of happiness for others.

A private, coeducational, liberal arts college, founded and maintained by the Presbyterian Churches, both U.S. and U.P.U.S.A. acting cooperatively, Florida Presbyterian College acknowledges as primary in the search for truth a knowledge of God and of ourselves as revealed in Jesus Christ. The College examines and nurtures beliefs and recognizes faith as a probing and vitalizing force.

Dedicated to the inspiration of a strong sense of Christian obligation for involvement and leadership in local and global events, the College is equally dedicated to the proposition that its doors are open to qualified students of all faiths.

Prospective students, regardless of major field of study and plans beyond the undergraduate years, will find in Florida Presbyterian College educational experiences basic to lasting satisfaction, personal integration and social usefulness. The program of liberal arts, complete in itself, is eminently practical, regardless of a student's intended vocation or avocation. In addition, **the College provides specific pre-professional training for the ministry, medicine, law, education, business and graduate work in specialized fields.**

In short, Florida Presbyterian College aims to provide life-long attitudes of always seeking deeper, fuller comprehension, of always seeking the whole view, and of always following courses of action to extend capabilities and responsibilities for personal and community betterment.

Learning is Personal

Florida Presbyterian College is a unified academic community in which each member's recognition and security depend on his freedom to pursue scholarship and to associate with others. Here **learning is personal** and widely varied because of the realization that knowledge comes from others of differing as well as similar backgrounds and pursuits. We employ both conventional and unconventional methods in the search for truth to provide insights and skills which train and excite our students' intellects and emotions for creative and imaginative expression.

In guiding our students' development, we afford them innumerable opportunities to learn emotional independence, the necessity for individual questioning, and the right and duty of personal judgment. Thus, Florida Presbyterian College cherishes freedom of thought. For its entire academic community – students, faculty, staff – the College insists upon respect for human dignity and individual moral responsibility supported by the belief that humanity was created for one great co-operation. Thus the College confronts students with the conflicts of cultures, affording them an opportunity to intensify their own search for meaningful and applicable values. Students learn to arrive at new and broader understandings of themselves and their studies in relation to culture, creation and the ultimate.

A Fresh Start

Founded in the tradition of the great American liberal arts schools, Florida Presbyterian College has been singularly blessed from its beginning. The founders, trustees, staff and faculty have together pursued a policy of experimentation. This policy has been not to cast out what has proved successful in education of the highest quality, but rather with a fresh start to develop and adopt new approaches, programs, facilities and procedures. Already the curriculum and the permanent campus, planned by architects and educators, have captured widespread attention and enthusiasm among those concerned with meeting the vastly increasing demands for higher education in the United States for superior students.

To carry out a college program of the first order efficiently and at a minimum cost, students themselves undertake independent learning during their four years. The program generates independence of thinking and study to produce fuller understanding, to inspire personal initiative and to develop acceptance of responsibility. The entire program emphasizes independent study, under faculty guidance and review, and elicits and maintains individual responsibility through specific means.

Core Courses

To promote a community of learners and to demonstrate the interrelatedness of knowledge, Florida Presbyterian College asks every student to take at least one course which all students in his year are taking. These are the **Core courses** taught co-operatively by professors of art, biology, economics, history, physics, political science, psychology, religion and sociology. In these, students pursue with the group and on their own a critical understanding of the major attempts of man to interpret his purpose and to organize his experience through the analytic and historic study of works and institutions.

Independent Study

Proficiency rather than fulfillment of course requirements is the measure of accomplishment and admission to advanced studies. Thus performance (e.g., on placement tests) rather than credit previously earned admits students to advanced work in the Core courses, languages, sciences and mathematics and determines progress toward a degree. In many areas, students can work independently, preparing themselves for advanced standing, doing research and writing papers, and receive recognition for their work without attending lectures and classes. Hence a student may accelerate his education during the school year and the summer months at home according to his capabilities and secure the full recognition for work done independently which normally is certified by course credits.

Studies Abroad

To increase in our students opportunities for self-directed study and a sense of world community, Florida Presbyterian College arranges studies abroad during the Winter Term, the summer and the junior year. Students travel in groups and singly with projects for study planned in advance. The College co-operates with other schools here and abroad, tests the language proficiency of students for the project undertaken, evaluates their accomplishments upon their return to the campus and awards equivalent credit. As a member of the Associated Mid-Florida Colleges, Florida Presbyterian encourages its students to participate in a Junior Year Abroad Program in France, Germany and Spain.

Size of Classes

Florida Presbyterian College has few middle-sized classes. They are either large enough to encourage independent work and the exchange of ideas within the whole community or small enough to permit discussions in which learners (that is, both teacher and students) explore, debate and form conclusions together. Both large and small groups place increasing responsibility on the student and give him two different kinds of experience in learning. The large course contributes to the idea of community by assembling all students of a given year for lectures, panels, demonstrations, movies and concerts and by providing small groups where students test their personal reactions against those of their fellows in a free forum. The ratio of faculty to students is approximately 1:14.

Winter Term

The Winter Term is a special four-week period of independent study for all undergraduates. It comes between the fall semester, which begins early in September, and the spring semester, which begins early in February. With examinations for the fall semester over before the Christmas holidays, January is free for intensive study.

Designed to develop the qualities of self-discipline in pursuits requiring the student to be the prime explorer, the Winter Term asks him to work without the customary routine of classroom and lecture hall on a single problem growing out of his other studies and to present his findings in final form. With guidance he chooses and limits his subject, gathers material, organizes it and presents it as a paper, a short story, a painting, a piece of laboratory apparatus.

During this special semester, each professor directs the activities of about fifteen students. A student selects a professor to work under; sometimes the group works co-operatively on topics or problems announced in advance, and sometimes they work separately. Throughout the four weeks, the professor is available for consultation and guidance.

This intensive, independent study supplements the extensive work of the courses and thus affords unusual opportunity for the student during each of his four years to engage in extended, creative work not normally afforded in traditional undergraduate curriculums. Through the Winter Term at Florida Presbyterian College, the student not only works on his own to master a limited subject but may have the benefit of step-by-step evaluation of his work.

Some of these projects are conducted in foreign countries.

Senior Seminar

During his senior year, every student takes a seminar in his major field. Upon recommendation of their major professors, seniors may elect to pursue an independent program of study and research in addition to or in lieu of the senior seminar. They present the results of their work in thesis. Ordinarily, thesis research begins in the first semester of the senior year and extends throughout the second semester.

Primate Laboratory

Some of the most unusual research being conducted anywhere in the world is being carried out in the primate laboratory of Florida Presbyterian College.

There 28 rhesus monkeys are being tested under the direction of Dr. Wilhelm F. Angermeier, associate professor of psychology, in a project sponsored by the Office of Aerospace Research, Washington, D. C.

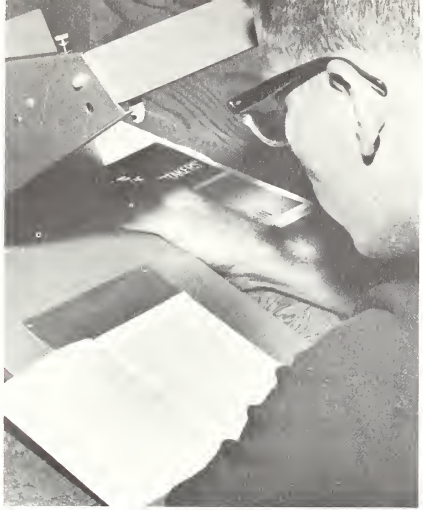
The mental reactions of monkeys and of human subjects to situational stimuli are being collected and analyzed through these laboratory experiments to determine adaptability to known and unknown environments.

The Language Laboratory

A primary objective of studying a modern foreign language is learning to speak and understand it. The language laboratory facilitates this aspect of learning through aural-oral practice that the conventional classroom does not provide. The laboratory at Florida Presbyterian College is of the newest design. It operates thirty-five positions by remote control so that the student can work independently or as a member of a class. By merely dialing an appropriate number, the student can hear an instructional tape, record his own responses, and play it back for comparison and corrections. As many as a hundred different tapes are available to the student at any time. Languages offered are Chinese, French, German, Russian, Spanish, Latin and Greek.

The Writing Laboratory

Since academic success depends in great measure upon the written word, Florida Presbyterian College emphasizes a high degree of proficiency in writing, both in the selection of its students and in determining their progress. The College looks for students who do not require training in writing in a formal course of composition. It makes heavy demands upon them in their writing. Students learn to expect criticism from all their professors on their written work and help in planning papers and achieving effective style. In addition some staff members are available to help students overcome individual weaknesses. The writing laboratory enables students to form efficient procedures by providing a workshop for writing with a faculty consultant and appropriate reference books.



The Reading Laboratory

The College Reading Laboratory is well equipped, containing rate pacers, tachistoscopes, a controlled reader and a library of reading texts. This laboratory provides both group work and attention to individual needs. With some suggestions and guidance from the instructor, the student works as independently as possible. A proficiency test is administered to all freshmen and transfer students. On the basis of this and other tests they learn whether they should work on special reading skills, or whether, though their reading is above average, they can profit by increasing their rate. Throughout their four years students can receive help in achieving efficient reading rates necessary to enable them to master the heavy reading assignments of our program.

The Science Laboratories

A student in the natural sciences has opportunity to undertake laboratory practice and research. Manual exercises and routine experiments (which are not experiments at all but repetitions) are minimized. Emphasis is rather on the student's acquiring the ability to understand theory and experimentation, exploring the appropriateness of methods and evaluating design and techniques. The small laboratory becomes the place for group discussion and provides occasion for exchange of ideas and procedures among students.

Natural and man-made laboratories combine to provide varied off-campus scientific study in the College's immediate area. The climate allows year-round field work in natural laboratories such as lakes, bays and land-area communities, and students can apply their knowledge of chemistry, physics, and biology to aquatic environments under a continuing research program. There is also a high concentration of excellently staffed laboratories concerned with electronics, nuclear physics and chemistry in many private and governmental research facilities in the area.

William Luther Cobb Library

Because the liberal arts college must be a reading college, the library is the center of the academic program. With our emphasis upon independent work, the library, gift of Mr. and Mrs. William Luther Cobb of Tarpon Springs, Florida, is the primary instrument in the educational process, the storehouse of the information, opinions and techniques necessary to a liberal education. Through open shelves and collections maintained in each dormitory, students have easy access to many books. The library not only supplies materials for reference, required reading and research papers but also compiles bibliographies, prepares exhibits and promotes interest in reading.

The initial ten-year goal of the William Luther Cobb Library is 100,000 volumes. At present there are 53,000 catalogued volumes on the shelves.

The Studios

The practice of art and of music flourishes in the studios of Florida Presbyterian College. Here students may receive professional guidance individually or in groups of various sizes, or they may pursue independently the mastery of techniques. In the art studio a student works in many media. In the music studio he may study voice or the instrument of his choice. As a result of their studio work, students periodically offer exhibits of their paintings, prints and sculptures and present recitals to the College community and friends. In its emphasis upon the activities of the studios, the College encourages its students personal involvement with the materials of the creative and performing arts.

The Campus . . .

. . . and Campus Life

Florida Presbyterian College provides a residential student life. Most of its undergraduates live on the breeze-swept, bay front campus in its air conditioned buildings.

The young men and women in residence learn from their friends and associates as well as their professors. They acquire understanding, leadership and tolerance and they practice free, democratic choice of action. The non-resident students participate in all campus functions.

They are part of a liberal arts, academic community which occupies 46 buildings on 285 acres studded with palm, pine and live oak trees on the east shore of Boca Ciega Bay, just off the Gulf of Mexico. Just a mile to the south is the entrance to the famous Sunshine Skyway crossing the mouth of Tampa Bay.

The grounds and buildings were valued at $10,500,000 in 1965 with more buildings scheduled for completion in 1966. Expenditures totaling $25,000,000 by the end of the next decade are charted.

Present buildings include six dormitory complexes capable of housing 685 students and three resident counselors.

The community center of the campus is the College Union; it serves all members of the College family—students, faculty, alumni and guests. It includes a ballroom, bowling lanes, a snack bar, a billiard room and offices for the student publications. More than a group of buildings, the College Union is an organization and a program. It is the hub around which revolves the social life of the campus. All students automatically receive membership in the College Union.

The intellectual hub of the College is the William Luther Cobb Library, gift of Mr. and Mrs. Cobb of Tarpon Springs, Fla. It already contains 53,000 of the 100,000 volumes for which it is designed.

The Dendy-McNair Teaching Auditorium and the F. Page Seibert Humanities Building are units of the Humanities Complex. The former, donated by First Presbyterian Church of Orlando, is named for two former ministers of that church; the latter was named for the Daytona Beach philanthropist. The Forrer Language Center, including one of the most modern teaching laboratories in the world, is the gift of Mr. and Mrs. Samuel F. Forrer of Lakeland.

The Helen and Cecil Webb Health Center, a gift of Mr. and Mrs. Webb of Tampa, provides office and equipment for medical care for College community. The administration building is named for its donors, Mr. and Mrs. William W. Upham of St. Petersburg Beach.

The Science Complex has three wings—a teaching auditorium, a biology laboratory building and a chemistry and physics laboratory building.

Athletic facilities include an AAU swimming pool, baseball diamond, tennis courts and practice golf links. All students are encouraged to use these facilities.

The Basic Four-Year Course

FRESHMAN					
Fall	Core Course 101	Language 201	Mathematics or Logic	Elective	Physical Education
Winter	Independent Study and Research				
Spring	Core Course 102	Language 202	Mathematics or Logic	Elective	Physical Education
SOPHOMORE					
Fall	Core Course 201	Core Science 200	Language 301	Two Electives	Physical Education
Winter	Independent Study and Research				
Spring	Core Course 202	Core Science 200	Language 302	Two Electives	Physical Education
JUNIOR					
Fall	Core Course 301	Core Science 300	Two Courses in Major		Elective
Winter	Independent Study and Research				
Spring	Core Course 302	Core Science 300	Two Courses in Major		Elective
SENIOR					
Fall	Core Course 401	Two Courses in Major		Two Electives	
Winter	Independent Study and Research				
Spring	Core Course 402	Two Courses in Major		Two Electives	

The Curriculum

The College accepts and endorses the policy general in American education that a liberal arts program includes studies in the three principal divisions. Yet it does not accept the standard procedure of prescribing a certain number of courses in other than the major departments because it tends to an accumulation of courses not in any deep sense relevant to the intelligent development of the particular student or to his major course of study. Accordingly, it has established a policy of making the course of study unified for individual development and interests. The College does not specify attention to other fields as a given number of courses but rather as a plan involving a student's unique experiences of programmed special readings connected with his main interest, of independent study, or of other devices. The principle operative in each case is that the plan of study be coherent and orderly and not defined as formal course credits.

In the formulation of the curriculum at Florida Presbyterian College consideration is given to major problems and developments in higher education. Specifically, these are (1) interdisciplinary study, (2) pre-professional study, (3) independent study, (4) qualitative assessment, (5) the role of basic values in curriculum definition and (6) separation within the academic community. These are elaborated in a **basic curriculum,** the minimum required program of the College. Students working with their advisers build on this basic curriculum adding to it and adapting it to their abilities and needs. The inter-disciplinary Core course provides a four-year liberalizing experience which makes learning an involvement and enduring experience.

The Winter Term exposes every student to independent study affording opportunity for individual pursuits. In addition individual proficiencies give students scope and choice in:

a. **Courses in the Major.** The several fields of major study stipulate various requirements (see Courses of Instruction pp. 42). It should be noted that students may begin work in their major field as freshmen. Majors are offered in:
   Humanities—Art, Languages, Literature, Music, Philosophy, Religion;
   History and the Social Sciences—Economics and Business Administration, History, Political Science, Psychology, Sociology and Anthropology;
   Mathematics and the natural Sciences—Biology, Chemistry, Mathematics, Physics.

Students may pursue a divisional or interdivisional major consisting of ten or more courses of which six will represent concentration in one discipline with the additional courses related to this major.

b. **Language.** Students must demonstrate competence in speaking, reading and writing a foreign language and be familiar with the culture of a country to which the language is native. Competence sometimes is achieved through two college years of study following two years of high school study in the same language.

c. **Mathematics and logic.** Students take whatever mathematics they are ready for, or logic, in either the freshman or sophomore year.

d. **Other Courses.** The curriculum also provides specific preparation courses for graduate work in specialized fields, including law, medicine and the ministry. It also offers a program leading to certification to teach at the secondary level in most areas in which the College offers a major. The student interest in certification should apply to the Teacher Education Advisory Committee no later than the first semester of the Junior year. The internship is done in the local Pinellas County schools.

Degrees

Florida Presbyterian College awards the degrees of Bachelor of Arts to students in the Humanities and the Social Sciences and Bachelor of Science to students in Mathematics and the Natural Sciences. It is the intent of the College to institute a degree-granting program in Applied Science at the earliest possible time.

Requirements for Degrees

In the basic curriculum of 36 courses and 4 Winter Terms the College looks for:

a. The experience of the general interdisciplinary Core courses;
b. a grasp of the fundamental methods and concepts in the humanities, social sciences and physical sciences;
c. proficiency in a language other than the student's native language;
d. competence in a major field of study;
e. participation and achievements in physical education;
f. achievement in independent study, particularly in the Winter Term;
g. ability to speak and write English effectively and correctly;
h. proficiency in reading skills and comprehension.

Ordinarily two academic years in residence are required for graduation.

Grades and Their Meaning

The evaluation of academic progress at Florida Presbyterian College rests on a student's response to educational opportunity rather than on the fulfillment of an arbitrary set of course requirements. Our standards emphasize quality rather than quantity, and our rewards and awards are for outstanding and creative work. To emphasize the greater importance of intellectual achievement than of grades, Florida Presbyterian College uses grades only for advisory purposes and for the transfer of credit to other institutions. In advising students, we use the grades of H (honors), S (satisfactory) and U (unsatisfactory).

Honor System

Student government is an important part of campus life at the College. Collective action by undergraduates in self-government is vital to the College program. Basic thereto is the Honor System, enforced by the students themselves. All student activity, academic and social, presupposes it. Predicated on Christian values, in its practice it contributes to the development of emerging, mature human beings. The College encourages a full, satisfying and meaningful campus life involving all students. Students organize and conduct social functions, publications, intramural sports, organizations and special events like concerts.

Counseling

The development of concerned and effective individuals is reflected in the counseling program. Here the emphasis is on the individual student, with his needs, limitations, abilities and goals. Through the admissions process, much information is obtained on the student. Added to it are additional test results and other material gained during the orientation program. The Counseling Center director selects the most appropriate faculty adviser, on the basis of this information, for each student. During the orientation program the adviser meets with the student and plans his course schedule. During the year he holds additional conferences to discuss matters important to college adjustment and success. Faculty advisers form an integral part of the counseling program and through his adviser each student has access to every special program and assistance likely to make college life meaningful and enjoyable.

Each incoming student also has a freshman advisory council member (FAC) assigned to him. This person aids in the students' social and campus adjustment—giving advice and counsel from one student to another.

Professional resident counselors live within the women resident complexes and are available to help with various problems. Carefully selected upperclass male students serve as resident advisers in the men's resident complexes.

A counseling center is available to offer confidential professional help to students having vocational or personal problems. Special group sessions are also held on improving study techniques, major and career planning, and problems of transition from high school to college.

A Placement Office assists students in obtaining permanent positions after graduation. It arranges visits for representatives of companies and agencies seeking personal interviews with our students. In addition, the Placement Office undertakes special activities to assist those graduates who seek opportunities in teaching.

Religious Life

The student religious organizations of Florida Presbyterian College are ecumenical in nature, organized around denominational groups which constitute the Student Christian Association (SCA). The SCA seeks to focus the Christian faith in the academic community. To this end, the SCA constantly strives to accomplish the following:

a persistent, prayerful search for the meaning of the Christian faith;

a conscious effort to discern God's purpose for each person as it relates to his vocation;

a fellowship of the academic community joined in common worship and the search for truth;

a conscious concern for the life and mission of the Ecumenical Church and encouragement of responsible participation by its members.

The basis of the program is worship. Because the College stands within the Protestant tradition, all aspects of the religious program are voluntary. The chaplain, individual faculty members, students and the choir, all participate in daily worship services conducted for the entire college community.

Through the planning and conducting of services, students and faculty have the opportunity for a better understanding of the meaning of worship. During the week, the SCA sponsors small study groups. Faculty members often conduct general discussions in the dormitories. The SCA program deals with campus, community, national and international problems from the standpoint of Christian faith. Students also have an opportunity to take part in regional and national conferences and ecumenical work camps.

The program of Florida Presbyterian College seeks to guide the student toward an intelligent and responsible Christian commitment in all areas of life.

Medical Services

Students have medical attention and services throughout the academic year. A registered nurse is on hand and a physician available at all times on a consulting basis. Those cases that cannot be treated in the college's own well-equipped infirmary will be referred to either of two excellent hospitals in the City of St. Petersburg.

Summer School

Florida Presbyterian College offers a six-week's summer program which ordinarily includes courses in Art, Mathematics, Science, Government, Reading and Composition, Western Civilization, French, German, Russian and Spanish.

The summer language program provides an opportunity for intensive work in understanding, speaking, reading and writing. Native informants, language tables and intensive practice in conversation are features of this program.

The Summer School period is also used for experimentation in course materials and teaching techniques. Opportunity is available in many disciplines for advanced independent work. Summer School is open to all qualified undergraduates, and many courses are open to capable high school juniors and seniors.

The complete recreational facilities of the college are available to Summer School students.

Sports For All

In addition to the required physical education for freshmen and sophomores, an integral part of the curriculum, the College sponsors an extensive program in 17 different team and individual sports for both men and women. Nearly 90 per cent of the student body takes part in this program.

Intercollegiate athletics are entirely under the control of the College and organized and administered by the Athletic Department. The Faculty Athletic Committee supervises all schedules. It also gives attention to the proper relation of athletic activities to the academic ideals and objectives of the College.

The Intercollegiate Athletic Program provides valuable experience to those students who possess superior physical skills and desire to represent the institution in formal competition. The sports included in the program are basketball, golf, tennis, judo, fencing, baseball, swimming, cross country, sailing and track.

Schedules are arranged with most of the Florida colleges and other senior colleges throughout the South. The annual Suncoast Classic Basketball Tournament, the Awards Dinner and the Spring Sports Day are some of the highlights of the Sports Program.

Concerts

The Concert Choir, made up of some 40 students, and its popular-song singing subsidiary, The Sandpipers, are establishing an ever-growing reputation. They have sung throughout Florida and now are extending their tours up the Atlantic seaboard. Periodically, College instrumentalists and singers and visiting artists give recitals of chamber music and solos on campus.

The College sponsors an annual series of public concerts. The 1965-66 program included Carlos Montoa, Lili Chookasian, the Amadeus Quartet of London, New York Pro Musica, the Krakow Choir and Orchestra, and the Monte Carlo National Orchestra. Students are given tickets to each performance.

In the city, two symphony orchestras, an opera group, a woodwind quintet, two concert series and a string quartet offer numerous programs.

Publications

The *Trident* is the student newspaper published weekly. *Incite* is a literary magazine appearing once or twice a semester. Students also publish the annual *FPC Handbook*, the publication designed for new students at the College. A College yearbook is published annually by a student staff.

Societies

The Social Science Forum, open to students majoring or especially interested in Economics, History, Political Science, Psychology and Sociology or Anthropology, seeks to stimulate student interest in graduate work and professional opportunities, in part through discussions of controversial and interdisciplinary materials.

Foreign Language clubs promote understanding and appreciation of the language, literature and culture of the countries involved. Two honorary language societies—Delta Phi Alpha (German) and Epsilon Pi Iota (Spanish)—have chapters on the campus.

Science clubs include the Chemistry Club, the Biology Club, the Physics Club and Pi Mu Epsilon (honorary mathematics).

Lectures

The Core curriculum, the academic societies, forums and clubs of the College bring guest speakers throughout the year. Certain of these lectures are designed to meet the need of specific groups; others are open to the general public. A Faculty Lecture Series is presented each year.

Films

About once a month the College runs a movie chosen for any reason that makes it excellent: its plot, its photography, its direction, its acting, its technical innovations, its humor, its topical interest. Films in this series are supplemented by pictures shown by College departments, divisions, the Core program, and the Student Activities Committee.

Theatre

The theatre program at Florida Presbyterian College is centered in a Theatre Workshop in which all students are invited to participate. Performances are scheduled throughout the year: major production presented with full staging and under professional discipline; informal experiments, readings and exercises coordinated with the Core program and other projects. Emphasis is placed upon the contemporary development of the theatre and upon its engagement with active intellectual, political, social and religious issues. Theatrical production is related to the regular academic work in drama, in theatre history and aesthetics, and in theatrical production.

Freshman Admission

In admitting students, this College considers past academic performance in mathematics, science, literature, language and social studies; achievement on examinations; and personal qualifications such as character, special talents, range of interest, poise, maturity and personal development. It emphasizes the student's ability to profit from and contribute to the learning community. Anyone deemed undesirable because of his conduct and character may be refused admission (or, as a student, may be requested to withdraw from the College at any time).

This Is The Admissions Procedure:

a. Early in his senior year in high school, a candidate should write to the Director of Admissions, Florida Presbyterian College, for an application form and a transcript form. A formal application for admission, along with an application fee of $10, should be completed and returned to the Director of Admissions. (The fee is not refundable.) The applicant should request the principal of the high school from which he is to be graduated to send a transcript of his record to the Director of Admissions of Florida Presbyterian College.

b. Applicants must arrange to take the Scholastic Aptitude Test offered by the College Entrance Examination Board. The results of the tests should be submitted to the Director of Admissions of the College. It is recommended that the applicant take his Scholastic Aptitude Test in December of his senior year. Scores from the January, March and May dates are acceptable; however, the results from the December testing are preferred. The Preliminary Scholastic Aptitude Test taken during the junior year is helpful.

A visit to the College is highly recommended. Please telephone or write to the Admissions Office for an appointment.

Florida Presbyterian College highly recommends, but does not require, that applicants take the following Achievement Tests: Intermediate or Advanced Mathematics and English, selected from twelve choices. Testing centers throughout the country give these at specified times.

At least six weeks before the date of any of the tests, the candidate should apply directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey. The Board sends an information booklet giving full details about testing centers and the tests available and will mail the test results directly to the colleges designated by the applicant.

Scholastic Aptitude Test

Registration Before:		Registration with Penalty		Until: Test Given:	
November	6	November	20	December	4
December	4	December	18	January	8
February	5	February	19	March	5
April	9	April	23	May	7
June	11	June	25	July	9

The applicant for admission to the Freshman class must have completed the graduation requirements and demonstrated academic competence in a high school or preparatory school accredited by a state or regional accrediting agency. Even though the academic record will not be judged primarily on specific units of work, certain courses are strongly recommended: four years of English, three years of mathematics, two years of language, one year of history and one year (preferably two) of science.

The Admissions Office will compile complete information on each applicant for admission, including the original request for admission information, transcripts from the applicant's high school or preparatory school, test scores, personal recommendations and any other pertinent data. This file forms the basis for selection of candidates by the Admission Committee each year.

Advanced Placement Program

Courses will be honored at Florida Presbyterian College on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board. Scores of 3, 4 and 5 will automatically certify the student in the course covered by the examination. Scores of 2 will be referred to the staff of the appropriate discipline for recommendations concerning possible credit. No credit will be allowed for scores of 1.

Transfer Admission

A student at another college or university wishing to transfer to Florida Presbyterian College must complete the requirements for admission already listed and submit a transcript of his college record with a catalogue and a statement from the college of his academic standing and personal qualifications.

Transfer applicants who have previously taken the Scholastic Aptitude Test may submit these scores or arrange to retake this examination. If the applicant has not taken the Scholastic Aptitude Test he must arrange to do so. All applicants must submit results of the Scholastic Aptitude Test to the Director of Admissions of Florida Presbyterian College.

Transfer of credit from other institutions approved by the Regional Accrediting Agency depends upon the correspondence of the courses to those offered at Florida Presbyterian College and the approval of the academic division concerned. Grades below C are not acceptable for transfer.

Students transferring into Florida Presbyterian College at the Junior level are expected to transfer twenty courses and to take five courses each semester during the Junior and Senior years.

Special Admission

Some students academically too advanced for further high school study or more than 21 years old, may have the entrance requirements waived. The Admissions Committee considers such cases individually.

Candidate's Reply

All candidates (including financial aid applicants) will deposit $50 with the Director of Admissions by May 1 if admitted prior to that date. Applicants admitted after May 1 will be expected to make this deposit within two weeks after acceptance. This money though not refundable, is applied toward the student's tuition upon enrollment.

The applicant will receive a form for a medical examination to be completed by a physician within the three months preceding matriculation, and to reach the Director of Admissions by August 20.

On or about June 15 each student who has been accepted and who has paid a $50 acceptance fee will be mailed information in regard to the orientation period prior to registration.

Costs

A college education of high intellectual challenge is of lasting value and, like most things of value, is costly. Only ignorance is more expensive. Private, non-tax supported institutions such as Florida Presbyterian College make every effort to keep the cost of education down and, as a result, the student pays only a portion of the actual expenses of his education. The portions paid by the student are as follows:

Annual Expenses

	Day Student	Resident Student
Comprehensive charges	$1,338	$2,263

These charges include cost of room and board, library, athletic activities, health program, laboratory operations, studio facilities, accident and health insurance and guidance program. A single air conditioned room costs $100 per year extra. Costs include sales taxes. The air conditioning will be in operation during the months of September, October, November, March, April and May. The College assumes no liability for utility breakdown over which it has no control. All students living on campus are required to deposit $5 for room breakage and $1 for key.

An assessment of $20 has been voted by the students to underwrite student sponsored programs, publications and similar student functions. This must be paid to the Student Government Association at the time of Fall enrollment.

EXTRA FEES: All new students are charged an orientation fee of $12. Students with automobiles must pay a $20 annual parking fee. *Music.* Private instruction in music is approximately $180 per year for one hour a week and $105 per year for one-half hour.

All accounts are due and payable on term basis September 1 and January 15. Students may make financial arrangements permitting accounts to be paid on an installment plan approved by the Board of Trustees. All accounts must be paid by December 1 and May 1 before students will be permitted to take final examinations. Information on charges for the installment plan and more specific financial information may be obtained by writing the Director of Finance and Accounting.

In order to meet changing economic conditions, the Board of Trustees reserves the right to revise charges as conditions may warrant.

Financing Your Education

Generally, half of the total cost, minus a $50 acceptance fee and any room deposits, is due at entrance in September and the rest January 15. Matriculation is a contract binding the student (and his parents) for tuition, fees, room or board for the entire term. The college has many different ways to finance your education.. The Director of Admissions will send a list of scholarships and loans upon request. The College cooperates with insurance and tuition-plan companies to make available to parents various programs for financing educational expenses.

Aid to Students

The College has available a number of scholarships. Awards of financial aid by the Scholarship Committee are based upon financial need, academic performance and potential. It is assumed that a financial aid program for a given individual will be made from Scholarship, Work Scholarship and Loan. A student who makes application for financial aid is automatically considered for these various forms.

Florida Presbyterian College has the policy that every qualified student should be helped to work out his financial problems. For further information concerning scholarships and loans please contact the Director of Admissions.

Loans

Students needing financial assistance ought to consider borrowing money for a college education. Student loans are good business: a college education considerably increases earning power, many loans require little or no deferred interest, and some need not be repaid in full. The college has endowed loan funds and participates in the National Defense Education Loan Program.

On-Campus Employment

Many part-time jobs are available: in dining rooms, offices, laboratories, library, bookstore, swimming pool. They pay $250-$300 a year for a 9- to 10-hour week. Although off-campus part-time work is also available, the day of full-time earning while learning is about over. It is recommended that freshmen not undertake part-time employment. Student instructors assist professors in research and teaching responsibilities. These students are paid $250-$300 per year and they are selected because of their high level of achievement.

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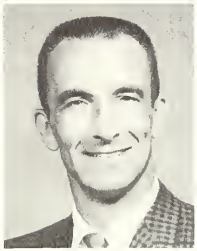

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M.D., Emory University
College Nurses
Katherine C. Conlon, R.N.
Ethel McGuirk, R.N.

Heartbeat of a College

In no other area was so much painstaking care and concern evidenced at Florida Presbyterian College as in the selection of its faculty —the heartbeat of any such institution. Regardless of status or tenure, every faculty member finally selected combines scholarship and teaching to an extraordinary degree.

The criteria, for acceptance, as set forth by the Board of Trustees, call for a teacher with depth and command in his field of specialization and a breadth of cultural background enabling him to relate his own discipline to the totality of experience; who demonstrates personal and professional competence and growth through research, publication and professional participation; who inspires students with his respect for his profession by his ability, his character and his conduct; who has the ability himself to think creatively and objectively and to inspire his students to do likewise; who extends himself to his students in service, to his colleagues in co-operation and to his community in concern; and finally, whose Christianity the students will want to emulate.

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A.B., Gettysburg College;
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President

John M. Bevan
A.B., Franklin and Marshall
M.A., Ph.D., Duke University
Dean of College

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M.A., Columbia University;
Ph.D., Georgetown University
Professor of Asian Studies

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M.S., Ph.D., North Carolina State University
Assistant Professor

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M.A., University of Michigan
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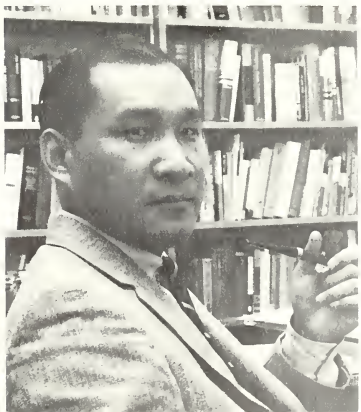

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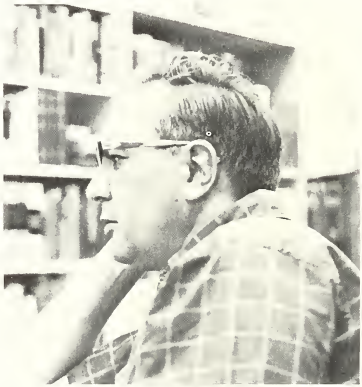

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Associate Professor of Economics
(on leave during 1965-66)

Edward I. Stevens
A.B., Davidson College; B.D., Harvard Divinity School; Ph.D., Vanderbilt University
Assistant Professor of Psychology

Henri Ann Taylor
A.B., Howard College;
M.A., University of Alabama
Assistant Professor of Physical Education

J. Thomas West
B.S., Davidson College;
M.A., University of North Carolina;
Ph.D., Vanderbilt University
Associate Professor of Psychology

Division of Mathematics and the Natural Sciences

Irving G. Foster
B.S., Virginia Military Institute;
Ph.M., University of Wisconsin;
Ph.D., University of Virginia
Chairman, Division of Mathematics and the Natural Sciences
Professor of Physics

Wilbur F. Block
B.S., M.S., Ph.D., University of Florida
Assistant Professor of Physics

Forrest E. Dristy
B.S., M.S., South Dakota School of Mines and Technology;
Ph.D., Florida State University
Associate Professor of Mathematics

John C. Ferguson
A.B., Duke University
M.A., Ph.D., Cornell University
Assistant Professor of Biology

Philip R. Ferguson
A.B., M.A., Indiana University
Ph.D., University of North Carolina
Assistant Professor of Chemistry

Leland D. Graber
A.B., Wheaton College
M.A., University of Minnesota
Ph.D., Iowa State University
Assistant Professor of Mathematics

Paul J. Haigh
A.B., M.A., Miami University
Ph.D., University of Florida
Associate Professor of Physics

Robert J. Hatala
B.S., Juanita College
Ph.D., Yale University
Assistant Professor of Chemistry

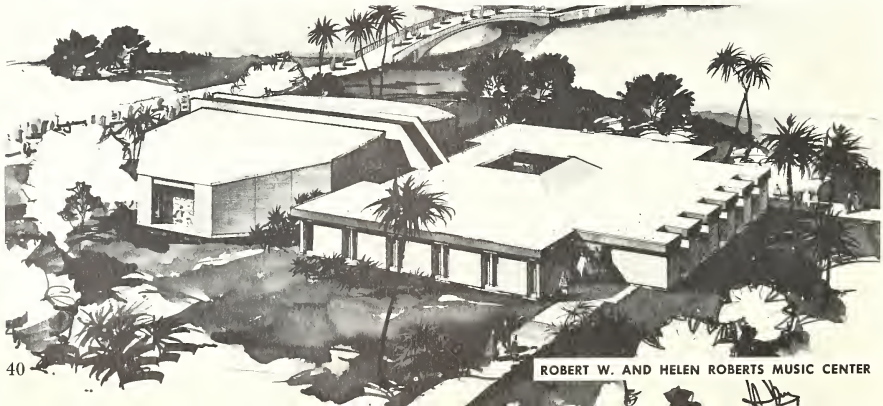
John D. McCrone
B.S., Ph.D., University of Florida
Associate Professor of Biology

Robert C. Meacham
A.B., Southwestern at Memphis
Sc.M., Ph.D., Brown University
Professor of Mathematics
(on leave during 1965-66)

Richard W. Neithamer
B.S., Allegheny College
Ph.D., Indiana University
Associate Professor of Chemistry

George K. Reid
B.S., Presbyterian College
South Carolina
M.S., Ph.D., University of Florida
Professor of Biology

Dudley E. South
A.B., College of Wooster
M.A., Ph.D., University of Michigan
Professor of Mathematics



ROBERT W. AND HELEN ROBERTS MUSIC CENTER

COURSES OF INSTRUCTION

Courses of Instruction

Introduction

The number of each course conveys the following information: Courses numbered 100 to 299 are primarily for freshmen and sophomores, 300 to 499 for juniors and seniors. In general, odd-numbered courses are offered in the first semester; even-numbered courses are offered in the second semester.

Before students enroll in any course, they are to seek advice of their faculty advisers. Near the close of the school year each freshman is expected to prepare a tentative course program for the remaining three years of college and to present it to his adviser for critical evaluation and counsel. At the end of the second year of study each student must submit for approval to the Committee on Academic Review his projected program. A student may revise his program at any time thereafter with the approval of a major adviser.

This catalogue lists the Core courses, which all students must take, and also the courses according to academic divisions and academic disciplines within each division. Courses are conducted typically in three lecture-discussion periods per week supplemented by other periods, studios, or laboratories.

Course descriptions are not given for the Special Topics and Senior Seminars because a professor is free to vary his offerings each year according to student interest and his own study and research. Students receiving the endorsement of the professors in their major field may take the equivalent of two courses each semester during their junior and senior years in a program of guided independent study and research which should culminate in an acceptable thesis.

Core Courses

The basic objective of the Core Program is to develop in students the competence and willingness to form and articulate responsible value judgments. Materials of the courses are drawn from the areas of Humanities, Natural Science and Social Science; and professors from all academic divisions of the college participate in the program. Special concern is accorded to the relevance of the Judaeo-Christian tradition and of religious commitment in the formation of judgments. Comparative studies are made of works and institutions from Asian and Western traditions.

The Core Program is the common academic experience of all students throughout their entire residence in the college. This program, together with demonstrated competence in a foreign language, in reading, in mathematics or logic and in recreational skills, is a general college requirement.

The Core Science Course is an integrated course covering certain basic theories of physics, chemistry and biology, normally taken in the Sophomore and Junior years. It is concerned with the nature of science and its influence on western society as well as with the facts of science.

101, 102

Six hours are set aside each week for critical examination of works and institutions selected from various fields of the Humanities and Social Sciences. Ordinarily two or three hours are used for lectures or other presentations to the entire class. For two additional sessions of an hour and a half each the students meet in small discussion groups for detailed examination of the documents under consideration. Discussion leaders supervise the writing program of the students assigned to them.

201, 202
Core Science
200

Four and one-half hours are reserved each week for continuation of the work in Humanities and Social Science which was begun in the Freshman year. Three additional hours are used in presentations, laboratories and discussions of natural science materials. This year's program emphasizes the Newtonian synthesis, the structure of the atom and the nature of chemical change.

301, 302
Core Science
300

The allocation of student time is the same as during the Sophomore year. In the areas of the Humanities and Social Science special attention is focused on the works and institutions of Asia. In Core Science the emphasis is on the cell, biological ecosystems, physical and biological evolution and modern systems of scientific thought.

401, 402 CHRISTIAN FAITH AND GREAT ISSUES

For this program 12 to 14 persons of national and international prominence are brought to the campus to lecture to the Seniors and to discuss with them issues of personal and social ethics. The selection of topics and of speakers is made by a joint committee of faculty and students. Faculty lectures, group discussions and selected readings prepare the students for their encounters with visiting lecturers.

Reading

111 READING WORKSHOP

For any students needing or desiring to improve their reading abilities.

112 READING WORKSHOP

Designed to teach how and when to skim and to give practice in this skill. Only students who have passed the reading-proficiency test are eligible for this course.

412 READING METHOD

Instruction and practice in ways of improving reading ability, particularly of high school students. Identical with Education 412.

DIVISION OF HUMANITIES

Requirements for a Major in the Humanities: a reasoned program of eight or more courses in several of the disciplines, six of them in one area and six of them in courses numbered above 300.

Art

Requirements for a Studio Art Major: (1) Evidence of an aptitude in art demonstrated through submission of a portfolio in drawing and design; (2) a senior exhibition giving evidence of the student's achievement and search for artistic maturity; (3) a proficiency in at least three media and a working understanding of art history (Art 201, 202, 211, 212 or demonstrate understanding of these same materials) in order to qualify for the senior exhibition: (4) eight semester courses.

Interdisciplinary major with emphasis in Art: Art 201, 202, 211, 212, and two additional courses.

201, 202 INTRODUCTION TO THE VISUAL ARTS

Studio-discussion. An introduction to visual problems and visual problem-solving calling for experience in making aesthetic judgments based on personal involvement and objective analysis.

211, 212 HISTORY OF WESTERN ART

Survey and analysis of the history of Western art and the role of art in Western civilization. (Offered in 1965-66 and alternate years.)

221, 222 DRAWING STUDIO

Instruction in drawing media.

301, 302 INTERMEDIATE STUDIO CRITIQUE

Independent studio work with personal instruction available as needed. Participation in regularly scheduled critiques required.

Prerequisites: Art 201-202, 221-222, or permission.

311, 312 ADVANCED STUDIO CRITIQUE

Independent studio work with personal instruction available as needed. Participation in regularly scheduled critiques required.

Prerequisites: Art 201-202, 221-222, 301-302, or permission.

331, 332 SPECIAL TOPICS

Independent Study Research (Offered in 1966-67 and alternate years.)

402 INDIVIDUAL STUDIES IN THE HISTORY AND CRITICISM OF ART

Prerequisite: Art 211 and 212, or 331 and 332.

431, 432 SENIOR SEMINAR

Independent Study, Research. Prerequisite: Art Major or consent of instructor.

Classics

Requirements for a Major: Five courses in Latin beyond 202 and four courses in Greek. History 221 and 222, Philosophy 301 and Winter Term studies in mythology and archaeology are strongly recommended. Students planning to do graduate work in Classics should acquire a reading knowledge of French or German as undergraduates.

Greek

101, 102 ELEMENTARY GREEK

First semester: Koiné Greek with reading from the Gospel of John.

Second semester: Attic Greek with reading from the **Anabasis** of Xenophon.

201, 202 INTERMEDIATE GREEK

Readings from Luke, Homer's **Odyssey,** a play by Euripides, and Plato's **Apology.**

301, 302 INTRODUCTION TO LITERATURE

Readings from Homer's **Iliad,** Herodotus' **History,** plays by Sophocles, Euripides and Aristophanes, with some consideration of the development of Greek literature.

321 GREEK LITERATURE IN TRANSLATION

Extensive reading of Greek masterpieces from Homer to Lucian. Classics majors may elect to do part of the reading in the original.

Latin

201, 202 INTERMEDIATE LATIN

First semester: extensive readings from medieval literature.

Second semester: Vergil's **Aeneid** and **Eclogues.** Designed for students with two years of high school Latin or the equivalent.

301, 302 INTRODUCTION TO LITERATURE

Cicero, Pliny, Seneca and the Elegiac poets, with some consideration of the development of Latin literature. Designed for students with three or four years of high school Latin. (Offered in 1966-67 and alternate years.)

311 LATIN PROSE COMPOSITION

(Offered in 1966-67 and alternate years.)

322 LATIN LITERATURE IN TRANSLATION

Extensive reading of Latin masterpieces from Plautus to Apuleius. Classics majors may elect to do part of the reading in the original.
(Offered in 1965-66 and in alternate years.)

401, 402 READINGS

Readings in Plautus, Terence, Livy and Tacitus.
(Offered in 1965-66 and in alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH.

Literature

Requirements for a Major in general literature: a reasoned program of eight or more courses in literature, some of them in languages other than English, numbered above 300.

Requirements for a Major in Literature with a concentration on that written in English: Literature 301, 302, 321, 322, 341 or 342, 431 or 432, and two other courses.

Requirements for a Major with teaching certificate: Literature 301, 302, 311, 321, 322, 401, Speech 201 or 202, and one other course.

201, 202 MASTERPIECES OF LITERATURE

A study of selected works of poetry, fiction and drama from many cultures.

301 AMERICAN LITERATURE

A study of major writers through the nineteenth century. (Offered in 1965-66 and alternate years.)

302 TWENTIETH-CENTURY ENGLISH AND AMERICAN LITERATURE

A study of novels and novelists, poems and poets, dramas and dramatists of the British Isles and America: D. H. Lawrence, Hemingway, Shaw, Eliot and others. (Offered in 1965-66 and alternate years.)

311 ADVANCED COMPOSITION

The writing of fiction, drama, verse, persuasion, exposition. (Offered in 1965-66 and alternate years.)

312 LITERARY CRITICISM

The literature, vocabulary and practice of literary analysis and evaluation. (Offered in 1967-68 and alternate years.)

321, 322 ENGLISH LITERATURE

A study of English literary history and its major writers.

First semester: **Beowulf** to Milton.

Second semester: Dryden to Arnold. (Offered in 1966-67 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

Sample topics: fiction, romanticism, lyric poetry, neo-classicism.

341 SHAKESPEARE

The art of Shakespeare. (Offered in 1965-66 and alternate years.)

342 MILTON

Milton's lyrics, major poems and selected prose. (Offered in 1966-67 and alternate years.)

401 LINGUISTICS

The structure of language, with some attention to the history of English and its current characteristics. (Offered in 1965-66 and alternate years.)

402 MODERN DRAMA

The great dramatists and their theatre: Ibsen, Strindberg, Chekhov, Synge and others. (Offered in 1966-67 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Sample topics: Spenser, Dante, Restoration drama, Keats and Tennyson, Thoreau.

Modern Foreign Languages

CHINESE, FRENCH, GERMAN, RUSSIAN, SPANISH

A general knowledge of literature and demonstrated proficiency in comprehension, speaking, reading and writing are the measures of accomplishment in this area. All students, except those majoring in a foreign language, are required to take a third-year comprehensive examination. The senior comprehensive examination for majors reviews the formal program of study and is supplemented by an extensive reading list.

Requirements for a major in a given language are 8 semester courses beyond 101-102 or the equivalent. Study abroad will be given equivalent credit and will count toward the fulfillment of major requirements. Additional supporting work in related areas is advisable. After the first year, courses are taught in the language.

Chinese Language

101, 102 INTRODUCTORY CHINESE

Designed to enable the student to acquire elementary proficiency in spoken Chinese by intensive training in the oral skills. Practical vocabulary, pattern sentence structure and conversational drills. Writing and philology begin second semester by gradual introduction of basic Chinese characters. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE CHINESE

Designed to give the student a basic knowledge of the written language with continued training in its oral use. Grammar and syntax are gradually introduced combining with reading, memorization and dictation exercises. Independent laboratory practice in addition to scheduled laboratory classes.

301, 302 ADVANCED CHINESE

Designed to give a working proficiency in the oral and written use of the language. Vernacular, literary and newspaper Chinese are introduced through selective readings, conversation exercises, composition and translation in the language.

French Language and Literature

101, 102 ELEMENTARY FRENCH

Intensive drill in understanding, speaking, reading and writing. A thorough study of grammar. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE FRENCH

Grammar review, conversation, selected prose readings and collateral reading and reports. Independent laboratory practice in addition to scheduled laboratory classes.

301, 302 INTRODUCTION TO FRENCH LITERATURE

Reading of outstanding selected prose, poetry and drama. Oral and written reports.

311 ADVANCED COMPOSITION AND CONVERSATION

(Offered in 1965-66 and alternate years.)

401 SURVEY OF FRENCH LITERATURE TO 1600

A study of representative medieval and Renaissance works including medieval drama and poetry, and Pléiade poets, Rabelais and Montaigne. (Offered in 1966-67 and alternate years.)

402 EIGHTEENTH-CENTURY FRENCH LITERATURE

A study of selected works of principal writers including Voltaire, Diderot, Montesquieu, Rousseau. (Offered in 1965-66 and alternate years.)

404 SEVENTEENTH-CENTURY FRENCH LITERATURE

A study of the principal works of Corneille, Racine and Molière. (Offered in 1966-67.)

411, 412 NINETEENTH-CENTURY FRENCH LITERATURE

A study of selected works in the field of the novel, drama and poetry of the more important writers of the period, including Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Stendhal, Flaubert, Zola, Maupasant, Baudelaire, Rimbaud, Verlaine, Mallarme. (Offered in 1965-66 and alternate years.)

421, 422 TWENTIETH-CENTURY FRENCH LITERATURE

A study of selected novels, dramas and poems by some of the more important writers including Gide, Proust, Romains, Mauriac, Giraudoux, Saint-Exupéry, Camus, Valery, Claudel, Sartre, Saint-John Perse, Ionesco, Beckett. (Offered in 1966-67 and alternate years.)

431 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

German Language and Literature

101, 102 ELEMENTARY GERMAN

Intensive drill in understanding, speaking, reading and writing. Literature introduced second semester. Independent laboratory practice in addition to scheduled laboratory classes. Course is also designed for superior and slow students in taped, programmed form.

201, 202 INTERMEDIATE GERMAN

Grammar review, conversation and modern German short stories. Independent laboratory practice required in addition to one scheduled laboratory class.

301, 302 INTRODUCTION TO LITERATURE

Reading of German masterpieces, poetry and prose, from the twelfth century to the present. Includes all genres. Weekly lectures on the history of German literature in German. Critical and analytical book reports in German.

311 ADVANCED COMPOSITION AND CONVERSATION

Student participation in teaching theoretical and practical aspects of grammar. Topical discussions and written assignments in the language.

401, 402 THE NOVEL

A study of the most representative novelists from Goethe in the eighteenth century to the present. Includes Thomas Mann, Hermann Hesse and the young writers of present-day Germany, Austria and Switzerland.
(Offered in 1966-67 and alternate years.)

403, 404 DRAMA

German drama from Goethe to the present. Particular emphasis on drama of the nineteenth century and the present.
(Offered in 1965-66 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Independent course work according to student needs. Included are such topics as Goethe's **Faust,** German poetry, the German novelle, history of the German language, independent readings, thesis research and writing.

Russian Language and Literature

101, 102 ELEMENTARY RUSSIAN

Elementary introduction with stress on oral and aural. Independent laboratory practice in addition to scheduled laboratory classes. Reading based on abridged selections from the novels of Pushkin and Lermontov.

201, 202 INTERMEDIATE RUSSIAN

Emphasis on daily dictation, conversation, and composition. Independent laboratory practice in addition to scheduled laboratory classes. Reading of selected portions from the novels of Pushkin, Lermontov and Turgenev.

301, 302 INTRODUCTION TO RUSSIAN LITERATURE

Readings in prose, poetry and drama from the Golden Age through the Soviet period. Works of Pushkin, Gogol, Turgenev, Dostoevski, Tolstoi, Lermontov, Bunin, Sholokhov and Pasternak.

401, 402 READINGS

A survey of Russian literature from the Kievan period to the present. Emphasis on stylistics and literary criticism.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Research in areas such as the history of radical thought in Russia, the positive and negative hero in the Russian novel.

Spanish Language and Literature

101, 102 ELEMENTARY SPANISH

Intensive drill in understanding, speaking, reading and writing. A thorough study of grammar patterns. Independent laboratory practice in addition to scheduled laboratory classes.

201, 202 INTERMEDIATE SPANISH

Continuation of 101, 102, with a review of grammar. Emphasis on reading in the second semester. Independent laboratory practice required in addition to one scheduled laboratory class.

301, 302 INTRODUCTION TO LITERATURE

Exegesis, analysis and evaluation of literary texts with attention to language and literary history.

311 ADVANCED COMPOSITION AND CONVERSATION

An intensive analysis of the structure of the language with extensive conversational drill in the use of idioms. Designed particularly for future teachers.

401, 402 THE NOVEL

First semester: a study of the most representative novelists from the Generación del '98 to the present. Second semester: a study of the Spanish-American novel from its beginnings to the present. (Offered in 1966-67 and alternate years.)

403, 404 DRAMA

First semester: a study of the works of the best modern playwrights from Benavente to the present. Second semester: a study of the most representative plays of Spain's Golden Age. (Offered in 1965-66 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

A thorough study of the outstanding aspects, authors, works, genres or periods of Hispanic literature and culture, according to students' needs: Cervantes, Unamuno, Lope de Vega, Garcia Lorca, Juan Ramón Jiménez, Ruben Dario, **El Cil, La Celestina,** Modernism, Romanticism, the Generación del '98, Civilización Española, and Civilización Hispanoamericana.

Music

Requirements for a Major: Music 101, 102, 201, 202, 301, 302 and four additional courses; applied music and participation in an ensemble. Music 321 and 322 are required for a teaching certificate.

101, 102 THEORY OF TONAL HARMONY

Analysis and composition in small homophonic forms. Instruction in harmony, notation, dictation, sight reading, ear training and keyboard harmony.

201, 202 ADVANCED THEORY OF TONAL HARMONY

Analysis and composition in more complex homophonic forms.

301 THEORY OF MODAL COUNTERPOINT

Analysis and composition in the style of Palestrina.
(Offered 1966-67 and alternate years.) Prerequisite: Music 202.

302 THEORY OF TONAL COUNTERPOINT

Analysis and composition in the style of Bach. (Offered 1965-66 and alternate years.) Prerequisite: Music 202. May be taken prior to Music 301 with permission of the instructor.

311, 312 SURVEY OF MUSIC

Music literature in its relation to general cultural history. Designed for students majoring in fields other than music.
(Offered in 1966-67 and alternate years.)

321, 322 PUBLIC SCHOOL MUSIC

Analysis of problems of teaching and administration of music in the elementary and secondary schools with emphasis upon special methods; evaluation of music literature. (Offered in 1965-66 and alternate years.)

401, 402 SELECTED TOPICS

Depending upon the needs of various classes, the two courses will have subjects such as form, analysis, and composition; music literature; orchestration and conducting, ethnomusicology; church music.
(Offered in 1965-66 and alternate years.)

Prerequisites: Music 301, 302, or permission of the instructor.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Studies in history of musical styles. (Offered in 1966-67 and alternate years.) Prerequisite or corequisite: Music 301, 302.

Applied Music

Individual instruction is offered in voice, organ, piano, wind, brass and string instruments. Freshman and sophomores receive credit of one hour for a semester of individually instructed applied music, upperclassmen two hours. A music major must earn twelve hours.

Freshmen and sophomores earn an hour for a year of ensemble participation, upperclassmen two. A music major must participate in an ensemble during each semester of residence and earn for graduation a minimum of six hours.

Students at Florida Presbyterian College may earn ensemble credit by rehearsing and playing with the St. Petersburg Symphony Orchestra or the Pinellas County Youth Symphony.

Theatre and Speech

No major is offered in Theatre and Speech, but students may elect an interdisciplinary major with concentration in Theatre and Speech. Such a concentration would include six semester courses chosen from Literature 341, Literature 402 and from the following courses:

201, 202 INTRODUCTION TO SPEECH

First semester: Emphasis upon the speaking voice.

Second semester: Emphasis upon the oral interpretation of literature.

301 THEATRE ARTS: THE MASS MEDIA

A study of the theatre arts as expressed in the mass media. Drama and other performing arts will be studied with regard to the conditions of radio, television, and especially the motion picture.

302 THEATRE PRODUCTION: DIRECTING THE PLAY

The analysis of the play script for performance; the development of design; the direction of acting and staging with special reference to educational, community, and church theatres. Laboratory sessions and participation in theatre work shop. Prerequisite: consent of professor.

431 THEATRE PROJECTS

Participation in theatrical production as actors, directors, designers, technicians.

432 INDEPENDENT STUDY AND RESEARCH

Research or participation in independent creative projects including playwriting.

Philosophy

Requirements for a Major: Philosophy 211, 301, 302, 311, 312, 331 or 332, 431 or 432, and one additional course.

Requirements for a Philosophy and Religion Major, with emphasis in Philosophy: Philosophy 211, 301, 302, 311, 312, 431 or 432, and two courses in Religion.

101, 102 LOGIC

A study of the logical dimensions of language and the elements of logical systems with particular emphasis on symbolic logic and scientific method.

211 ETHICS

Main types of ethical theory and their implications for contemporary problems of personal and social morality.

301 HISTORY OF GREEK AND ROMAN PHILOSOPHY

A study from primary sources of philosophy from the pre-Socratics through Plotinus with basic attention to the nature of metaphysical problems. (Offered in 1966-67 and alternate years.)

302 HISTORY OF MEDIEVAL AND RENAISSANCE PHILOSOPHY

A study from primary sources of philosophy from Augustine to Descartes with basic attention to the relationship between faith and reason. (Offered in 1966-67 and alternate years.)

311 HISTORY OF MODERN PHILOSOPHY

A study from primary sources of philosophy from Descartes through Kant with basic attention to problems of knowledge. (Offered in 1965-66 and alternate years.)

312 CONTEMPORARY PHILOSOPHICAL MOVEMENTS

A study from primary sources of the major philosophical movements of the nineteenth and twentieth centuries such as voluntarism, existentialism, idealism, the analytic movement, pragmatism, with emphasis on their treatments of crucial modern problems. (Offered in 1965-66 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

A study of the relationship between philosophy and other academic disciplines with an emphasis on presuppositional analysis. The student will read independently in his field of interest such as philosophy of science, aesthetics, social philosophy, philosophy of religion, philosophy of history.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Advanced seminar for majors, and preparation for thesis.

Religion

Requirements for a Major: Religion 201, 202, 301, 302, 331, 332, 431, 432.

Requirements for a Major in Philosophy and Religion with emphasis in Religion: Religion 201, 202, 301, 302; Philosophy 301, 302, and two seminars, one in Religion and one in Philosophy.

201 INTRODUCTION TO THE OLD TESTAMENT

An inductive inquiry into the literature, history and theology of the Hebrew Scriptures.

202 INTRODUCTION TO THE NEW TESTAMENT

An inductive inquiry into the literature, history and theology of the earliest Christian documents.

301, 302 HISTORY OF CHRISTIAN THOUGHT

A detailed study of Christian thought as it appears in the writing of representative leaders and movements from the Apostolic Age to the Reformation and from the Reformation to the present.
(Offered in 1966-67 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

The interests and needs of students determine the subjects in both Special Topics and Senior Seminar. Possible subjects: world religions, individual books of the Bible, contemporary theological movements, individual theologians, devotional classics, problems in Christian ethics. Religion 331 and 332 are open to Junior majors in religion, and to other students by permission of the instructor; Religion 431 and 432 are open to Senior majors in religion.

THE DIVISION OF HISTORY AND THE SOCIAL SCIENCES

History

Requirements for a Major: History 431, 432, two courses in United States History and four other History courses. History 431 should be scheduled in the Junior year ordinarily.

201, 202 HISTORY OF THE UNITED STATES

Political, economic and diplomatic aspects of the American experience.

203 THE EARLY AND MIDDLE HISTORY OF EUROPE TO 1648

A survey of the Europe that appeared after the fall of the Roman Empire in the west. Major emphases will be on Christian foundations, the feudal search for a polity, the Byzantine world, the age of discovery and the Reformation. Extensive readings from documents, textbooks, lectures and discussions.

204 HISTORY OF MODERN EUROPE, 1648-1945

A survey of the development of modern Europe from the age of Louis XIV to the end of World War II. Extensive readings from documents will be coordinated with basic textbooks, lectures and discussions.

231 THE MEETING OF INDIAN AND IBERIAN, 1200-1800

Introduction to Mexican, Mayan, Incan and Medieval Spanish history. These studies to be joined at the point where the story of the Spanish discovery and conquest begin. The Colonial period in Latin America will be studied topically. Knowledge of Spanish recommended.
(Offered in 1965-66 and alternate years.)

232 LATIN AMERICA, 1800 TO THE PRESENT

Histories and cultures of Middle and South American nations from the precursors of independence to the present. Reading of some Latin American novels and the drawing of maps. Each student will be assigned a special country or an aspect of it as a full term project. Knowledge of Spanish recommended. (Offered in 1965-66 and alternate years.)

301, 302 HISTORY OF ENGLAND AND MODERN BRITAIN

The first semester treats the history of the English people to 1688. The second semester traces the development of a modern industrial society and its imperial expansion. (Offered in 1966-67 and alternate years.)

303, 304 ANCIENT HISTORY

The ancient world from prehistoric times to the decline of the Roman Empire. (Offered in 1966-67 and alternate years.)

311, 312 AMERICAN SOCIAL AND INTELLECTUAL HISTORY

Development of American thought, culture and social institutions.

321 HISTORY OF MODERN RUSSIA

Russia from the accession of Peter the Great to the present, with emphasis on the period since the 1917 revolution.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 EUROPE FROM THE FRENCH REVOLUTION TO WORLD WAR I

The French Revolution, the Industrial Revolution, political and social movements of the nineteenth century and the background of World War I. (Offered in 1966-67 and alternate years).

402 TWENTIETH CENTURY EUROPE

The failure of the Versailles settlement; the collapse of the European economy; the rise of totalitarianism and the crisis of democracy; international relations and World War II; the Cold War and recent problems of Europe. (Offered in 1966-67 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Economics and Business Administration

Requirements for Major: (a) 8 courses including Economics 201, 202, 431, 432; (b) Mathematics 102.

Majors are encouraged to enroll for a junior seminar (331, 332) in addition to the required senior seminar.

201, 202 PRINCIPLES OF ECONOMICS

The modern income approach and the neo-classical price approach.

203 INTRODUCTION TO ECONOMICS AND BUSINESS

Designed to acquaint the student with the history and structure of modern American economics and to provide a general knowledge of the various activities of a business, such as production and marketing. (Offered in 1966-67 and alternate years.)

211, 212 PRINCIPLES OF ACCOUNTING

Intended to provide a general knowledge of accounting practices. The theory and construction of financial statements. Laboratory training. (Offered in 1966-67 and alternate years.)

301 HISTORY OF ECONOMIC THOUGHT

Development of economic analysis from early classicism to the modern period. The orthodox movements; classicism, the Marshallian and the post-Marshallian systems, the Austrian school. The opposition: the historical school, institutionalism, Marx, Keynes and their followers.

302 INTERNATIONAL ECONOMY

The regulation of foreign trade. Theoretical analysis, comparative advantages, balance of payments. Foreign trade of the United States, the underdeveloped countries. (Offered in 1965-66 and alternate years.)

311 LABOR ECONOMICS

The development, structure, goals and policies of labor organizations; major issues in labor-management relations; and public policy toward labor unions. (Offered in 1965-66 and alternate years.)

312 MONEY AND BANKING

Functions of money, the currency systems, the exchange equation, and the circulation of money; the Federal Reserve System.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 PUBLIC FINANCE

Shifting and incidence of taxation. The countervailing fiscal policy. Federal, state and municipal taxation. (Offered in 1965-66 and alternate years.)

403 INTERMEDIATE THEORY

The theory of games. Linear approach.

411 BUSINESS CYCLES

Statistical observations; theories of growth; modern explanation of cycles. Survey of cycles after 1929.

421 COMPARATIVE ECONOMIC SYSTEMS

Theory of capitalistic society, Marxism, Leninism and the modern Russian economy. (Offered in 1966-67 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Education

Students considering a teaching career in secondary schools should seek counsel on their course program early in their college training. In this way their course schedules can be planned to meet certification requirements. Such students should plan to take the following courses: 201, 202, 301, 302, 303, 421 and 422.

201 HISTORY AND PHILOSOPHY OF EDUCATION

The development of the public school system, contemporary issues and historical philosophies of education; the role of the school in a democratic society.

202 EDUCATIONAL PSYCHOLOGY

The application of psychological principles to the work of the school. Learning, motivation, forgetting, transfer of training and personality adjustment.

301 PRINCIPLES OF TEACHING AND ADMINISTRATION

New teaching techniques adapted to instructional programs of secondary schools; aspects of administration for classroom teachers; organization, finance, personnel, supervision, scheduling and activities.

302 MATERIALS AND METHODS IN SECONDARY EDUCATION

A survey and critical analysis of the methods and curriculum of secondary-school teaching. Special methods, materials and techniques used in the specific subject for which certification is requested. Instruction in principles of diagnosis and developmental teaching.

303 SPECIAL METHODS

Emphasis on teaching methods in the specific subject field in which certification is sought.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 ORGANIZATION OF LIBRARY MATERIALS

Instruction in the fundamental principles of the organization of small libraries; procedures of acquisition, preparation, classification, and cataloguing.

402 REFERENCE AND BIBLIOGRAPHY

A study of general reference books and reference materials in specific subjects appropriate to school and community use. Evaluation, selection and uses.

412 READING METHOD

Instruction and practice in ways of improving reading ability, particularly of high school students.

421, 422 STUDENT TEACHING

Observation and teaching activities in High Schools in the vicinity of the College. Observation is begun during the Fall of the Senior year. In February and March, the student is involved in teaching experience. Seniors will devote more than 200 hours to this internship.

Geography

201 WORLD REGIONAL GEOGRAPHY

An introductory survey of the world's people and resources in the setting of space and time. (Offered in 1965-66) and alternate years.)

202 HISTORICAL GEOGRAPHY OF THE UNITED STATES

A study of patterns of settlement and resource utilization in selected areas of the United States. (Offered in 1965-66 and alternate years.)

Political Science

Requirements for a Major: Political Science 201 or 202, 303, 311, 312, 431 or 432 and four additional courses.

201 PRINCIPLES OF GOVERNMENT AND POLITICS

Introduction to political science, with some attention to scope and methods of the discipline. Attention directed to some of the major issues of government and politics.

202 AMERICAN NATIONAL GOVERNMENT AND POLITICS

Theory and practice of modern constitutional democracy through analysis of constitutional foundations, patterns of politics and the structure and functioning of national government in the United States.

301 FOREIGN AND COMPARATIVE POLITICAL SYSTEMS

Formal governmental structures and political processes in the major constitutional states of Western Europe: Great Britain, France and Germany. (Offered in 1965-66 and alternate years.)

302 FOREIGN AND COMPARATIVE POLITICAL SYSTEMS

Internal government and political and interrelationships of the Soviet Union, Soviet bloc states and China. (Offered in 1965-66 and alternate years.)

303 INTERNATIONAL RELATIONS

Forces and form of politics among nations. The modern state system, nationalism, internationalism, imperialism, foreign politics, war and cold war. Balance of power, morality, organization and law as restraints on the power struggle. Problems of world stability and peaceful change.

311 WESTERN POLITICAL THOUGHT

Great thinkers and important philosophic movements of the Western political heritage, from Plato to the sixteenth century. Emphasis on reading and analysis of primary sources. (Offered in 1966-67 and alternate years.)

312 WESTERN POLITICAL THOUGHT

Main currents in political theory since the Reformation. (Offered in 1966-67 and alternate years.)

321 AMERICAN STATE AND LOCAL GOVERNMENT

Constitutional structures, political processes, and problems of state and municipal governments and intergovernmental relations. (Offered in 1965-66 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 AMERICAN FOREIGN POLICY

Formulation and execution of American foreign policy. Analysis of substansive issues in recent and contemporary policies. (Offered in 1966-67 and alternate years.)

411 INTRODUCTION TO CONSTITUTIONAL LAW

Some major problems of United States' constitutional interpretation and development, with emphasis on reading and analysis of Supreme Court opinions. (Offered in 1965-66 and alternate years.)

412 POLITICS AND POLICY FORMATION

Forces, institutions and processes in the competition for power and policy, with special reference to the United States. Public opinion, propaganda, political behavior, interest groups, leadership and particularly political parties and the legislative process. (Offered in 1965-66 and alternate years.)

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Physical Education

Ordinarily a two-year program of physical education is required of each student prior to entrance into the junior year. The objective of the course is to develop in the student appropriate attitudes, skills and knowledge for leisure time and recreational activities appropriate to his needs and interests.

The program consists of a two-hour laboratory period each week supplemented occasionally by special lectures and demonstrations. The laboratory period is devoted to individual sports such as archery, fencing, golf, gymnastics, riding, sailing, swimming, tennis, bowling and weight lifting. Each student

is expected to attain a certan level of proficiency in four activities and at least one laboratory must be taken in each of the four following groups: Swimming, Boating, Body Development and Recreational Sports.

It should be noted that entering students may receive credit for an activity by demonstrating a proficiency in and a knowledge of that sport. Proficiency tests will be scheduled periodically during the year.

The above requirements may be waived or altered for individual students: upon recommendation of the college physician, upon recommendation of the Director of Physical Education with approval of the Dean of the College, and upon transfer entrance at the junior and senior level.

Psychology

Requirements for a Major: (a) Psychology 201, 202 and six additional courses which may include Education 202; (b) Mathematics 102 for those students contemplating graduate study in Psychology. Psychology 201 is prerequisite to all other courses and in addition Mathematics 102 for Advanced Experimental Psychology and Psychological Measurements (exceptions with permission).

201 PRINCIPLES OF PSYCHOLOGY

Major concepts, methods and problems involved in the study of human behavior.

202 PRINCIPLES OF INDIVIDUAL BEHAVIOR

Emphasis on the processes which contribute to personality.

301 PSYCHOLOGICAL MEASUREMENTS

The construction, administration and interpretation of group and individual tests of intelligence, personality, interests and achievement. Laboratory training. Prerequisite: Mathematics 102.

302 BEHAVIORAL DISORDERS

Origins, classifications, care and treatment of the common behavioral disorders. (Offered in 1966-67 and alternate years.)

311 CHILD PSYCHOLOGY

Basic psychological principles in the study of the child from birth to puberty. (Offered in 1965-66 and alternate years.)

321 EXPERIMENTAL PSYCHOLOGY

Scientific methodology, critical evaluation of classical and contemporary research particularly in motivation, learning and perception. Some opportunity for individual research.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 PERSONALITY THEORY

Theories of personality examined in the light of recent research. (Offered in 1965-66 and alternate years.)

402 BUSINESS AND INDUSTRIAL PSYCHOLOGY

Psychological procedures in employment selection, training, efficiency and human relations. (Offered in 1966-67 and alternate years.)

411 SYSTEMS OF PSYCHOLOGY

Integrative theories, including structuralism, functionalism, behaviorism, hormic psychology, gestalt psychology and psychoanalysis. (Offered in 1965-66 and alternate years.)

412 PHYSIOLOGICAL PSYCHOLOGY

Physiological correlates of behavior. Special emphasis on the nervous system. (Offered in 1965-66 and alternate years.)

422 ADVANCED EXPERIMENTAL PSYCHOLOGY

Critical evaluation and design of research: crucial experiments and controversial issues; individual research. (Offered in 1965-66 and alternate years.) Prerequisite: Mathematics 102.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Sociology and Anthropology

Requirements for a Major: (a) Sociology 201, 202, 401 and five additional courses; (b) Mathematics 102 for those contemplating graduate work in Sociology.

201 GENERAL ANTHROPOLOGY

An understanding of the concept of "culture," how human society operates in context of primitive social institutions and an introduction to physcial anthropology and archeology.

202 PRINCIPLES OF SOCIOLOGY

The study and application of major sociological concepts, social processes, institutions, structure and group relations.

204 MODERN SOCIAL PROBLEMS

Analysis of selected contemporary social problems in the United States. Students are introduced to current sociological literature, research and the role of sociology in confronting such issues.

301 SOCIOLOGY OF MARRIAGE

The study of processes leading to the institution of marriage in American society, the structure and significant changes in the pattern of family life. Some comparative analyses. (Offered in 1965-66 and alternate years.)

302 SOCIAL WORK

A survey of the fields and methods of social work.

311 MINORITIES

Problems associated with identification of minority groups — social, religious, ethnic. (Offered in 1966-67 and alternate years.)

312 CRIMINOLOGY

The nature, causes, prevention of crime and the treatment of criminals. (Offered in 1966-67 and alternate years.)

321 THE COMMUNITY

Contemporary rural and urban life. An introduction to human ecology and demography. (Offered in 1965-66 and alternate years.)

322 CULTURE AND PERSONALITY

The study of the field of psychological anthropology, its nature and its methods, and of comparative complex societies and the national character. (Offered in 1965-66 and alternate years.)

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 SOCIAL THEORY

Systematic analysis of major contributions to the field of sociological thought since Comte.

411, 412 FIELD EXPERIENCE IN SOCIAL WORK

Field experience and observation under the supervision of professionally qualified social workers in selected local agencies. Must be taken for full year and counts as one course.

Prerequisite: Sociology 302.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

THE DIVISION OF MATHEMATICS AND THE NATURAL SCIENCES

Mathematics

Requirements for a major: Eight courses beyond Mathematics 202.

90 TRIGONOMETRY

This is an independent study, non-credit course designed to prepare the student who did not study trigonometry in high school for the calculus sequence 199, 200.

101 FINITE MATHEMATICS

Logic, set theory, permutations and combinations, probability theory, vectors and matrices, linear programming and the theory of games.

102 ELEMENTARY STATISTICS

Discrete and continuous distribution functions, sampling, distributions, statistical inference, regression and correlation.

199, 200 ONE-VARIABLE CALCULUS WITH ANALYTIC GEOMETRY

Plane analytic geometry integrated with calculus of algebraic and transcendental functions of a single variable; formal integration and applications, infinite series. Prerequisite: Trigonometry in high school or Mathematics 90.

201, 202 LINEAR ALGEBRA AND CALCULUS OF SEVERAL VARIABLES

Abstract vector spaces, linear transformations, matrices, determinants, vector calculus, the differential, inverse functions, iterated and multiple integrals. Prerequisite: Mathematics 200.

301, 302 DIFFERENTIAL EQUATIONS AND ADVANCED CALCULUS

Topics for advanced calculus which bear particularly upon differential equations. Major emphasis is upon both linear and non-linear differential equations, including series solutions, numerical methods, existence theorems, stability considerations, and an introduction to partial differential equations. Prerequisite: Mathematics 202.

311, 312 ABSTRACT ALGEBRA

Topics from groups, rings fields, vector spaces, matrices. (Offered in 1966-67 and alternate years.) Prerequisite: Consent of professor.

321, 322 REAL ANALYSIS

A study of the real number system, elements of point set theory, limits and continuity, partial differentiation, Riemann-Stieltjes integration, multiple integrals and line integrals, vector analysis, sequences of functions, Fourier series. (Offered in 1965-66 and alternate years.) Prerequisite: Mathematics 202, or consent of professor.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

Typical topics: Modern geometry, probability and statistics, history and foundations of mathematics. Prerequisite: Consent of professor.

411, 412 TOPOLOGY

Elementary point set topology including metric spaces, compactness, connectivity and the separation axioms. Introduction to algebraic and combinational topology including the fundamental group, covering spaces, complexes. (Offered in 1965-66 and alternate years.) Prerequisites: Mathematics 202 or consent of professor.

421, 422 COMPLEX ANALYSIS

Fundamental properties of complex numbers; analytic functions, differentiation and integration theorems, conformal mapping. Taylor and Laurent series, applications to boundary value problems. (Offered in 1966-67 and alternate years.) Prerequisite: Consent of professor.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Biology

Requirements for a Major: (a) Biology 103, 104 and eight additional courses in Biology, depending upon the interest of the student; (b) Chemistry 301, 302, and Physics 201, 202.

103, 104 GENERAL BIOLOGY

Provides an understanding of and appreciation of biological mechanisms and principles through critical analysis of life processes and synthesis of basic facts and concepts. The nature of living matter, the cell and protoplasm, metabolism, reproduction, development, inheritance, the organism and its environment and evolution. Lecture 3 hours; laboratory 3 hours.

201 COMPARATIVE VERTEBRATE ANATOMY

A study of the structure and evolutionary development of the organs and systems of representatives of the phylum Chordata. Morphology in relation to classification, mode of life and adaptation to the environment. Lecture 2 hours; laboratory 6 hours. Prerequisite: Biology 103, 104.

202 VERTEBRATE EMBRYOLOGY

The study of the development of the vertebrate body from single-celled egg to hatching or birth. The formation of organ-systems and the experimental approach to animal development. Lecture-discussion 2 hours; laboratory 6 hours. Prerequisite: Biology 201.

301 ORGANIC EVOLUTION

Current theories of the origin of life, the phylogenetic relationships of living organisms, Darwinian and neo-Darwinian concepts of evolutionary mechanisms. Genetics and isolation, the relationship of human culture, and the impact of Darwinism. Discussion 3 hours. Prerequisite: Biology 101, 102.

311 GENETICS

Fundamental principles and mechanisms of inheritance. Lecture-discussion 3 hours; laboratory 2 hours. Prerequisite: Biology 103, 104, and Mathematics 101 or consent of professor.

312 ECOLOGY

Physical, chemical, and biological interrelationships in a natural community. Environment factors, populations, the community concept, traffic in energy and biogeochemical cycles, and social organizations of animal groups. Field work essentially aquatic, in nearby freshwater lakes and gulf bays. Lecture-discussion 3 hours; laboratory 3 hours. (Offered in 1966-67 and alternate years.) Prerequisite: Biology 103, 104.

321 INVERTEBRATE ZOOLOGY

A study of the structure, function, and interrelations of invertebrate animals. Laboratory includes field collections and detailed study of living and preserved specimens. Lecture-discussion 2 hours; laboratory 6 hours. (Offered in 1965-66 and alternate years.) Prerequisite: Biology 103, 104.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

401 HISTOLOGY AND MICROTECHNIQUES

A survey of the microscopic structure and function of cells and tissues of organisms. Critical study of prepared slides, staining technique, slide preparation, and advanced use of the microscope. Lecture-discussion 2 hours; laboratory 6 hours. (Offered in 1966-67 and alternate years.) Prerequisite: Biology 103, 104.

402 CELL PHYSIOLOGY

Cellular metabolism and the physics and chemistry of organic substances. Lecture-discussion 3 hours; laboratory 3 hours. (Offered in 1965-66 and alternate years.) Prerequisite: Biology 103, 104, Chemistry 101, 102 and Physics 201, 202.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

Chemistry

Requirements for a Major: (a) Chemistry 111, 112, 221, 222, 341, 342, 352, 411, 421, 431, 432. (b) Mathematics 199, 200, 201, 202. (c) Physics 201, 202. German or Russian is recommended for the language requirement. Mathematics 301, 302 or Physics 301, 302 are recommended as electives.

111, 112 INTRODUCTORY COLLEGE CHEMISTRY

Introduction to modern concepts and principles of chemistry including atomic and molecular structure, bonding, periodic relationships, stoichiometry, chemical equilibria, chemical kinetics, thermodynamics and thermochemistry and discussions in terms of these concepts and principles. Laboratory work is largely quantitative in nature. Lecture 3 hours; laboratory 3 hours. Co-requisite: Mathematics 199.

221, 222 ORGANIC CHEMISTRY

Aliphatic and aromatic carbon compounds. Emphasis on structural theory and reaction mechanisms as they influence synthetic methods. Laboratory Techniques are illustrated with standard-taper equipment. Lecture 3 hours; laboratory 4 hours. Prerequisite: Chemistry 112.

341 CHEMICAL EQUILIBRIA

Elementary thermodynamics, homogenous and heterogenous molecular equilibria, ionic equilibria, electrochemistry, separations, analyses, fundamental instrumental techniques and chemical kinetics. Lecture 4 hours; laboratory 8 hours. Prerequisite: Chemistry 112; Physics 202; Mathematics 200.

342 MOLECULAR STRUCTURE

Kinetic molecular theory, elementary quantum mechanics, atomic and molecular structure, condensed states of matter, electromagnetic dispersion and radiochemistry. Lecture 3 hours; laboratory 3 hours. Prerequisite: Chemistry 341.

352 INSTRUMENTAL ANALYSIS

Laboratory applications and theory of polarimetry, polarography, spectrophotometry, gas chromotography, radiation scattering, radiotracer methods and electrogravimetry. Lecture 2 hours; laboratory 6 hours. Prerequisite: Chemistry 341.

411 ADVANCED INORGANIC CHEMISTRY

Lectures or seminars stressing the properties and reactions of elements and compounds in terms of modern concepts of bonding, structure and mechanism. Laboratory work in inorganic synthesis. Lecture 3 hours; optional laboratory 3 hours. Prerequisite: Chemistry 341.

421 QUALITATIVE ORGANIC ANALYSIS

The separation, purification and characterization of organic compounds. Illustration of the use of functional-group analysis and spectrophotometric methods in the proof of structure for organic compounds. Lecture 2 hours; laboratory 6 hours. Prerequisite: Chemistry 222, 342.

422 ADVANCED ORGANIC CHEMISTRY

Lectures and seminars concerning structural theory and electron distribution on reaction mechanisms and molecular rearrangements. Laboratory work illustrating organic synthesis and research techniques. Lecture 2 hours; optional laboratory 3 hours. Prerequisite: Chemistry 222, 342.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH

442 ADVANCED PHYSICAL CHEMISTRY

Lectures and seminars in areas of special interest including quantum mechanics, nuclear chemistry, surface phenomenon, proteins and high polymers. Lecture 3 hours. Prerequisite: Chemistry 342.

Physics

Requirements for a Major: (a) Physics 201, 202, 301, 302, 321, 322, 401, 402, 421, 422, 431, 432, (b) Mathematics 302.

201, 202 GENERAL PHYSICS

The basic concepts and theories of physics on an introductory level. Includes the classical theories of mechanics, thermodynamics, electricity and magnetism, along with the concepts of modern physics. Lecture 3 hours; laboratory 3 hours. Prerequisite: Mathematics 200.

301, 302 MODERN PHYSICS

Development of the concepts and theories of contemporary physics emphasizing electronics, atomic and nuclear physics based on the quantum theory and relativity. Lecture 3 hours. Prerequisite: Physics 201, 202 and Mathematics 201, 202. Co-requisite: Mathematics 301, 302.

313 ELECTROMAGNETIC RADIATION

A general treatment of classical waves including refraction, interference, diffraction, and polarization. Lecture 3 hours; laboratory 3 hours. (Offered in 1965-66 and alternate years.) Prerequisite: Physics 201, 202.

314 THERMODYNAMICS AND STATISTICAL MECHANICS

A generalization of the concepts of heat, work, energy, temperature and entropy as applied to many particle systems. Lecture 3 hours. (Offered in 1965-66 and alternate years.) Prerequisite: Physics 301.

321, 322 INTERMEDIATE LABORATORY

A series of intermediate level experiments in modern physics, electrical measurements and laboratory techniques. Laboratory 3 hours for 321, 6 hours for 322. Both 321 and 322 must be taken for one course credit.

331, 332 SPECIAL TOPICS, INDEPENDENT STUDY, RESEARCH

311 ELECTRONICS

Theory and application of electronics circuits and instruments. Lecture 3 hours, laboratory 3 hours. (Offered in 1966-67 and alternate years.) Prerequisite: Physics 201, 202.

312 MOLECULAR AND SOLID STATE PHYSICS

A study of the properties and structures of molecules, gases and solids based on the quantum theory. Lecture 3 hours. (Offered in 1966-67 and alternate years.) Prerequisite: Physics 301 and 311.

401 CLASSICAL THEORETICAL MECHANICS

The dynamics of particles, systems of particles and rigid bodies using vector methods. Lecture 3 hours. Prerequisite: Physics 201, 202, Mathematics 301, 302.

402 ELECTRICITY AND MAGNETISM

Principles of static and dynamic electric and magnetic fields using vector methods. Lecture 3 hours. Prerequisite: Physics 401.

421, 422 ADVANCED LABORATORY

A series of more advanced experiments and research techniques in modern physics including design and construction of equipment and participation in research projects. Laboratory 3 hours for 421, 6 hours for 422. Both 421 and 422 must be taken for one course credit.

431, 432 SENIOR SEMINAR, INDEPENDENT STUDY, RESEARCH.

CALENDAR OF EVENTS

1966-1967

September-2	Orientation period; incoming freshmen should arrive on campus before noon
September 3	Dormitories open to upperclassmen at noon
September 5	Independent study examinations and re-examinations
September 6	Fall Semester commences at 8 a.m.
October 17-20	Mid-Semester examination period
October 21-22	Visitation of parents; no classes
November 3	Meeting of Board of Trustees
November 24	Thanksgiving Day; no classes
December 9	Fall Semester examination period commences at 8 a.m.
December 17	Fall Semester ends and Christmas Recess commences at noon
December 18	Dormitories closed at noon
January 2	Dormitories reopen at 8 a.m.
January 3	Winter Term commences at 8 a.m.
January 31	Winter Term ends
February 2	Spring Semester commences at 8 a.m.
March 20-22	Mid-Semester examination period
March 23	Spring recess commences at noon, dormitories closed
April 2	Dormitories reopen at 8 a.m.
April 3	Spring recess ends and classes begin at 8 a.m.
April 20	Meeting of Board of Trustees
May 19	Spring Semester examination period commences at 8 a.m.
May 27	Spring Semester ends
May 28	Baccalaureate
May 29	Commencement
	Dormitories closed at 10 p.m.
June 26-August 6	Summer School

Scholarships

Albert F. and Katherine F. Lang Scholarship
Robert Hamilton Scholarship
Mr. and Mrs. George F. McMillan Scholarship Fund
R. A. Ritter Scholarship
J. J. Williams Scholarship
Margaret Curry May Scholarship
Paul H. and Grace T. Creswell Memorial Scholarship Fund
Carl Peter Damm Memorial Scholarship Fund
Emily A. and Albert W. Mathison Scholarship
The E. M. Reynolds Co., Inc. Scholarship
William A. Rutherford Scholarship
George C. and Wesley H. Morrow Scholarship Fund
Mr. and Mrs. Roger Swanson Scholarship
A. Franklin Green Scholarship
Herbert and Gertrude Halverstadt Foundation Scholarship
William G. Selby and Marie Selby Foundation Scholarship
Mrs. Frederick Leighton Scholarship Fund
Mr. and Mrs. Joseph A. Dixon Scholarship
Mr. and Mrs. Bert Smith Scholarship
Cecil V. Butler Scholarship
Miss Mabell O'Neal Scholarship
Milton Roy Sheen Memorial Scholarship
Miss Sally Abernethy Scholarship
The John E. Bryan Memorial Scholarship Fund
The Rev. Silas E. Persons, D.D., Scholarship
Jarvis E. Baker Scholarship
Helen C. and Myron G. Gibbons Scholarship
Mr. and Mrs. W. G. Kirk Scholarship
George A. Luger Scholarship
Dr. Robert H. McCaslin Memorial Scholarship
Frances Moss Carroll Scholarship
Alfred McKethan Scholarship
Mrs. R. K. Spiller Scholarship
Mr. and Mrs. H. S. Strickler Scholarship
Charles Creighton Scholarship

College Honor Scholarships

College Achievement Scholarships

Charter Alumni Scholarship

Hope Presbyterian Church, Winter Haven, Scholarship

Anonymous Scholarship Fund

First Bank of Dunedin Scholarship

Women of the Church, Granville Presbytery, Synod of North Carolina, Scholarship

Women of the Church, First Presbyterian, St. Petersburg, Scholarship

Women of the Church, First Presbyterian, Quincy, Scholarship

First Presbyterian Church of St. Petersburg, Scholarship

Westminster United Presbyterian Church, St. Petersburg, Scholarship (Cuban Relief)

First Presbyterian Church, Orlando, Scholarship

National Merit Scholarship Corp.

Junior Civitan Club, Fort Lauderdale High School Scholarship

Lakeview Presbyterian Church, St. Petersburg, Two Scholarships

St. Petersburg Beach Lions Club Scholarship

Chapter AB - P.E.O. Sisterhood Scholarship

Ira and Jean Morris Scholarship

Loans

Altrusa Club of St. Petersburg

Mary and Frances Moss Student Loan Fund

Frank K. Smith Memorial Loan Fund

Lottie B. Jacobs Loan Fund

R. V. Wick Loan Fund

Martha Mann Murphy Loan Fund

John B. Turner Loan Fund

Gene Samuel Cain Short Term Loan Fund

Lawrence Wick Short Term Loan Fund

Norman Michaelson Loan Fund

L. Allen Morris Scholarship Loan Fund

Student Loan Fund

Faculty and Administrative Staff Scholarship

William Bell Tippetts Memorial Loan Fund

Lewis C. Tenney Memorial Loan Fund

Resume'

The basic goal of the *quality,* liberal arts education offered at Florida Presbyterian College is to open new horizons to its students. Its emphasis is on growth and individual attainment. It endeavors, in every aspect, to encourage creative action and the power of decision on the basis of informed and thoughtful judgment, consciously pursued. The young men and women who attend this college must possess an eagerness to learn, a desire to grow physically, intellectually and spiritually, and have a willingness to accept much of the responsibility for their own learning.

Florida Presbyterian College has a deep concern for its students and seeks in every way through its faculty and facilities to stimulate the realization of individual potential and to inculcate the seriousness of the student's vocation. In the guidance of student development, the college encourages its students, as subjects of the learning process, to be emotionally independent, to think for themselves, to exercise as citizens of a democratic society their right and duty of personal judgment. As individuals, the students are challenged to have the strength to stand in solitary responsibility lest they become molded into personalities without purpose or identity which reflect only the wishes of others and who change with every new prevailing circumstance. It plans to confront them with the conflicts of culture and to arouse within them the feelings of anxiety that should intensify their search for meaningful and applicable values and aid them in evolving an understanding of themselves and their studies in relation to culture, creation and the Ultimate.

As a Christian institution of higher learning, Florida Presbyterian College acknowledges as its primary search "the knowledge of God and knowledge of ourselves as revealed in Jesus Christ." It purposes to nurture the beliefs and attitudes that are central to the Christian interpretation of man, to employ faith as a probing

and vitalizing force and not as a substitute for mental lethargy, and to inspire a strong sense of Christian moral obligation for involvement and leadership in local and global events.

Florida Presbyterian College maintains a unified academic community in which each member's recognition and security depends on the pursuit and attainment of scholarly interests and Christian relationships. Here learning is regarded as personal because of the realization that knowledge comes through others . . . of differing as well as similar backgrounds and pursuits. All methods for the establishment of truth in every aspect of life are employed to provide insights and skill which train and excite the intellect and emotions for creative and imaginative expression. Freedom of thought is cherished, unfettered by arrogant assertions of opinion and pious devotion to blind tradition. It fosters a setting in which the respect for human dignity and the firmness in exercising moral responsibility is supported by the belief that humanity was created by God for one great cooperation.

St. Petersburg, Florida